

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Literacy and Numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Individual and collective staff capacity will be enhanced through targeted professional learning that is linked to school and system priorities and targets.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in Numeracy with a minimum of the lower bound system negotiated targets being achieved:

Year 3 and 5 31.4%
Year 9 12.1%

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in Reading with a minimum of the lower bound system negotiated targets being achieved:

Year 3 and Year 5 31.5%
Year 9 13.6%

Target year: 2023

Improvement in the percentage of students within the Western Access Program achieving in the top 2 bands in the Higher School Certificate, with a minimum of the lower bound system negotiated targets being achieved.

13.2%

Target year: 2023

Initiatives

Quality teaching K-12.

Implement a comprehensive, contextually appropriate and ongoing staff professional learning program to continually build teacher capacity to use data to enhance teaching practice, review performance and improve student achievement. This is especially for staff to be able to identify individual and group strengths and areas for improvement using the Literacy and Numeracy progressions.

Learning culture.

Research involving student / parent groups and data analysis indicates the school has a learning culture that enables students to create, receive feedback and achieve their learning goals. The schools curriculum provision supports high expectations for student learning. It is enhanced by learning alliances with other schools or organisations and is contextually appropriate. The school constantly celebrates all student achievement.

Success criteria for this strategic direction

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

Student assessment data is explicitly used school-wide to identify student achievement and progress and inform teaching practice.

Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

The Teacher performance review process, confirms all teaching programs and classroom practice across all KLA's K-12 demonstrate the whole school focus on improving student Literacy and Numeracy.

Meeting minutes confirm teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

Stage 5/6 mentor meetings confirm students can clearly articulate achievable career pathways using appropriate industry language. This strategy will be implemented from early Stage 5.

School data indicates an increase in Aboriginal students transitioning to Stage 6 education and achieving in the top three bands of the Higher School Certificate.

Data indicates the school has met or exceeded systems or network generated targets for Literacy, Numeracy and attendance.

Evaluation plan for this strategic direction

To what extent we have achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and Numeracy.

Data across the whole planning cycle will determine if the improvement measures have been achieved:

Improvement in the percentage of students achieving expected growth to be above the schools lower band system negotiated targets in reading:

Year 5: 60%

Target year: 2023

Improvement in the percentage of students achieving expected growth to be above the schools lower band system negotiated targets in numeracy:

Year 5: 60%

Target year: 2023

Increase the percentage of Aboriginal students attaining the Higher School Certificate whilst maintaining their cultural identity to a minimum of the school lower bound system negotiated target of:

57.1%

Target year: 2024

Data skills and student performance measures at validated at sustaining and growing consistent with the themes of the School Excellence Framework.

Target year: 2022

Exceeding systems target of 90.4% of students attending school 90% of the time the school is operational.

- Internal assessment Plan, Minilit Early Action for Success
- Observation
- Parent focus groups
- Student Personal Learning Plan's
- Interview
- Document analysis.
- Scout-Value added school data
- Student groups.
- Student voice

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

On-going data analysis will determine if the school is on-track for achieving the intended improvement measures

Implications:

The findings of the analysis will inform future directions and budget allocation.

Strategic Direction 2: Community partnerships and pastoral care

Purpose

In order to maximise student engagement and ownership of the learning process we will enhance positive relationships between students, parents and community to ensure every student is known and a valued member of the school. This is to improve decision making to drive improvement and innovation.

Improvement measures

Target year: 2022

School research indicates every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. All formal meetings are action minuted to ensure accountability and conversations are focused on the outcomes contained within the students learning plan.

Target year: 2023

Tell them from me surveys indicate well-developed and evidence-based approaches. Programs and assessment processes, identify, regularly monitor and review individual student learning needs. The school is progressing along the continuum towards excelling on the School Excellence Framework.

Target year: 2023

Student voice indicates expectations of behaviour are co-developed with students, staff and community. They are designed to ensure effective conditions for learning. Data analysis showing a reduction in behavior referrals and serious incidents indicates they are explicitly and consistently applied across the school. Data analysis indicate learning time lost across the school has significantly reduced.

Target year: 2023

Initiatives

Pastoral care

A school wide collective responsibility for student learning and success, which is shared by parents, staff and students. Planning for learning is informed by sound holistic information about each student's well being and learning needs in consultation with parents and carers. Success is measured by academic outcomes, attendance and discipline data.

Equity groups

Data analysis and the results of the Tell Them from Me Survey indicates progress and achievement of equity groups within the school is equivalent to progress and achievement of all students in the school. This is especially for those students who identify as Aboriginal. Success is measured through PAT testing, NAPLAN, and other school based assessments.

Learning culture

Tell Them From Me surveys confirm the school engages in strong collaboration between parents, students and the community that informs and supports continuity of learning for all students especially at transition points.

Success criteria for this strategic direction

The organisation of the school allows all students to have regular opportunities to meet with a staff mentor.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in suspension data, attendance rates, staff absenteeism, submission of assessments and improved retention rates.

Parent interviews indicate a school wide collective responsibility for learning and success which is shared by parents and students.

Regular 'Tell Them from Me' surveys clearly indicate the school is recognised as excellent and responsive by the community. Best practice is used to embed a culture of high expectations, and the staff effectively cater for a range of equity issues in the school.

Excellent attendance indicates students are engaged and happy to come to school. Student absences are not affecting curriculum delivery across the school.

Evidence based change to whole school practices, resulting in measurable improvements in well being and engagement to support learning.

The leadership of the school measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

School staff collaborate with the school community to use student progress and achievement data to identify priorities, and develop and implement plans for continuous improvement.

Evaluation plan for this strategic direction

To determine to what extent the school has achieved the strategic goal of increasing community partnerships and the level of pastoral care.

Data collection on the number of parents/ carers attending school events

Parent interviews and school research indicates the school actively seeks to collaborate with parents of students whose continuity of learning is at risk. Enhanced collaboration with government and non-government services has improved the transition process. This has reduced absenteeism and improved learning outcomes for this target group.

Target year: 2023

Whole school and personalised attendance approaches are improving regular attendance rates for all students, especially those at risk. This has seen a significant increase in stage 5 attendance moving the school to excellence on the School Improvement Framework in the area of attendance.

Target year: 2024

School is a hub for community welfare and pastoral care through various services utilising the school to deliver programs. Especially early intervention for Literacy and Numeracy and identification of disabilities and /or learning difficulties.

Data collection on number of alternative curriculum programs offered across the year.

Data of number of students being catered for by these programs.

Data collection of the number of discipline referrals and explained absences.

Data collection of the attendance across years, genders and ethnic groups.

Analysis:

On-going analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform future directions and budget allocation.

Strategic Direction 3: Professional Learning and quality curriculum delivery in stage 6.

Purpose

To develop quality educational delivery through consistent, high standard shared professional practices. To actively develop the concept of the Western Access Program collective responsibility for students learning and success with high levels of student and staff engagement in meaningful, challenging and future-focused learning experiences.

Improvement measures

Target year: 2022

Analysis of higher performing Higher School Certificate subjects identified trends and possible gaps in teacher Professional Learning across the school. Student voice indicates more effective targeting of teacher professional development has increased the effectiveness of co-teacher lessons. This was an area identified in the Strategic Analysis.

Target year: 2022

Analysis of meeting minutes and teacher professional conversations indicate all stage 6 teachers actively evaluate, share and discuss learning from targeted professional development with other staff. The outcome is an improvement in whole school practices especially the effective targeting and delivery of assessment.

Target year: 2022

Conversations with mentors indicate all stage 6 students know when and why assessments are undertaken. This has resulted in an increase in the number and quality of assessments submitted on time.

Target year: 2023

Teaching and learning programs are dynamic, showing evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Parents and students are involved in the planning process.

Initiatives

Teaching programs

Teaching and learning programs are dynamic, showing evidence of revisions based on professional feedback on teaching practices. Consistent and reliable student assessment and continuous tracking of student progress and achievement is embedded throughout the school.

Data informed practice

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assess student progress, achievement and reflecting on teaching effectiveness.

High impact professional learning

The school demonstrates a high performance culture with a clear focus on student progress, achievement and high quality service delivery. All students are taught by highly performing teachers and the leadership team supports this through the teacher accreditation process.

Success criteria for this strategic direction

Data analysis indicates Trundle Central School Stage 6 students are submitting assessments on time and to a higher standard. They can confidently verbalise how the assessment enhances their skills and understanding.

Professional learning conversations and formal teacher performance meetings indicate teaching staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. This is especially evident in observations of co-teacher lessons and the teacher performance and review process.

Learning support documentation and strategies implemented include extension activities as well as remedial across all sections of the school. There is a school wide, collective responsibility for student learning and success, which is shared by parents, and students.

All teachers fully understand, develop and deliver a full range of assessment strategies-assessment for learning, assessment as learning and assessment of learning-determining teaching direction.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The management team creates a culture of shared accountability to achieve organisational best practice.

Evaluation plan for this strategic direction

To what extent we have achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and Numeracy.

Data across the whole planning cycle will determine if the improvement measures have been achieved:

- Internal assessment Plan, Minilit Early Action for Success
- Observation
- Parent focus groups
- Student PLP's

Target year: 2023

The schools curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations. Especially those schools regarded as implementing best practice. The school has moved along the continuum from delivering to sustaining and growing in terms of curriculum delivery.

Target year: 2024

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and improves their teaching. Student errors and misunderstandings are explicitly addressed.

Target year: 2024

The school has moved along the School Excellence Framework continuum from delivering to sustaining and growing in the elements of curriculum and data skills and use.

- Interview
- Document analysis.
- Scout-Value added school data

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

On-going data analysis will determine if the school is on-track for achieving the intended improvement measures.

Implications

The findings of the analysis will inform future directions and budget allocation.